Library Technician Program

State Submission

Dr. Cathy Anderson
3/4/2011

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LIBRARY TECHNICIAN PROGRAM

EXECUTIVE SUMMARY

Western Dakota Technical Institute requests approval to start a Library Technician program. The program will be offered as a 20-month Associate of Applied Science degree and an 11-month option for those who wish to pursue the Library Technician program as a second degree.

Labor market information for the state and a survey of the market indicate the demand for Library Technicians is strong now and in the future. Because of WDT's partnership with the Rapid City Public Library and the expansion of our library on campus, we are well positioned to offer this program. In the development of the curriculum, we integrated our current offerings in Business and general education to ensure we did not duplicate courses internally in developing this program. Established programs will share facilities, staff, expertise, and equipment with the Library Technician program.

Western Dakota Technical Institute will market this program primarily as a 20 month AAS degree geared towards the traditional student who has an interest in a library career and the student who is a non-traditional student, career changer or one who seeks to advance his/her current career in a library setting. Much of this program will be offered online to allow working adults an opportunity to pursue an education while maintaining full time employment. Offering this program online will allow students to pursue this program from their homes, not requiring them to relocate to pursue this degree option.

Graduates of this program will be able to seek employment in a variety of settings including public libraries, medical libraries, law libraries, and academic and school libraries.

IDENTIFICATION AND DESCRIPTION OF THE PROGRAM

The Library Technician program is designed for students who are interested in working in a library and assist patrons, support librarians, maintain library databases, catalogue and research materials and serve as a team member in a library setting. Library technicians are employed in settings such as public libraries, higher education libraries, K-12 libraries, and special libraries such as medical, law, corporate and government facilities.

OBJECTIVES AND PURPOSE OF THE PROGRAM

The primary objective of the Library Technician program is to prepare students with the necessary skills to work in a supportive capacity to librarians and patrons. The aim of this program is to provide a solid foundation in core library technical skills, and provide students with the skills and knowledge of new trends in technology. Graduates will gain the skills to manage specialized library software. Through their education and experience in this program, students will learn how to catalogue, maintain, and retrieve print, digital, and audiovisual resources, and specialized media. They also will develop effective research strategies for library catalogues, databases, and the World Wide Web and learn skills in website development. This program also will provide education and training in soft skills such as communication, teamwork, interpersonal skills, and attention to detail.

According to the Occupational Outlook Handbook the Library Technician may do the following: *In small libraries, they handle a range of duties, while those in large libraries usually specialize. The duties of technicians and assistants are expanding and evolving as libraries increasingly use the Internet and other technologies to share information. They are increasingly responsible for daily library operations. Depending on where they work, these workers can have other titles, such as library technical assistant, media aide, library media assistant, library aide, or circulation assistant.*

Locally and statewide it is anticipated that demand for this program will continue to be strong. This program provides education to strengthen the skill, management and knowledge of library staff in a time when many libraries, specifically local and public libraries are reorganizing their staffing due to trends in the economy. It is anticipated that as retirements and attrition occurs replacement of librarians may occur with AAS prepared library technicians who can assist patrons with technical issues, customer service, guidance and support in reference and research.

The program will articulate appropriate high school credits whenever possible. However, high school articulation will be limited due to the specialized nature and detail of the Library Technician curriculum. WDT will explore possible articulation agreements with the Board of Regents and other higher education entities once the program is started. The opportunity exists to provide students at the high school level with dual credit options as they have access to internships and training within their local school system and community.

PROGRAM OUTCOMES

The Library Technician graduate will be able to:
- Conduct technical services – acquisition, organization, selection, and management of library materials
- Use reference and electronic information resources – basic Internet, online research, data retrieval/transfer, and databases
- Employ public services – circulation, working with patrons, and interpersonal communication skills
- Produce media and multimedia – traditional and emerging multimedia
- Operate library information systems – technologies in libraries and the information industry

The Library Technician program at WDT will enable a graduate to:
- Develop computer skills
- Acquire and demonstrate knowledge of databases, library automation systems, online library systems, online public access systems, and circulation systems
- Demonstrate good spoken and written communications skills
- Work with minimal supervision
- Pay close attention to detail and demonstrate accuracy in their work
- Demonstrate good analytical skills
- Demonstrate good interpersonal skills

METHODS OF OBTAINING THE OBJECTIVES OF THE PROGRAM

The program will include classroom instruction, online instruction, internship opportunities, field trips, guest speakers, library tours, and capstone projects. The curriculum will incorporate a variety of instructional methods, including the use of online, multimedia, and other WEB 2.0 tools to enhance instructional materials with virtual instruction, streaming video, etc.

The Library Technician program will work closely with an industry advisory board composed of representatives who are librarians, library directors, and others in the field. The Advisory Board will approve the curriculum, discuss and recommend equipment purchases, and assist in forming partnerships to assist WDT with innovative curriculum, internships, and presentations.

This program will be marketed through the same avenues as our existing programs. It is anticipated that press releases will be done to announce the availability of a new program for those interested in the field, and through our advisory committee partners to libraries in the state.

POPULATION SERVED BY THE PROGRAM

The program will be available to all interested individuals who successfully meet the WDT admission criteria established for the program. However, the program will have a capacity of 20 face-to-face and 20 online at this point. The program will be open to full- and part-time students.

All applicants must be high school graduates and take a placement exam to establish reading, writing, and math abilities. No restriction will be made regarding race, creed, gender, or age. The program will draw students primarily from South Dakota. The opportunities for employment in the field will be primarily in South Dakota.

PROJECTED THREE-YEAR BUDGET

This program will be staffed by a ¾-time instructor. Therefore, one ¾-time instructor and supplies will be the only budgetary needs required for this program. The projected budget is as follows:

Expenses	Year One	Year Two	Year Three
Instructor	$39,413.00	$40,594.00	$41,872.00
Supplies	1,000.00	1,000.00	1,000.00

It is not anticipated that any further resources will be needed for this program start up as databases and resources are available in our partnership with WDT's library and the local public library system. The online learning management system is in place.   It is not anticipated that WDT will ask for an increase in marketing dollars to promote this program. Flyers, letters, and other press releases will be presented in order to communicate the availability of this program at WDT. WDT will also pursue accreditation through American Library Association which will enable WDT to put the Library Technology Program on their website.

PROGRAM COMPETENCIES AND ENTRY AND EXIT POINTS

Entry point: Fall or spring semesters

Exit point: Graduation with Associate of Applied Science degree in Library Technician after two years. For students who have recently completed an AAS degree, an 11-month curriculum will be available which culminates in a second AAS degree for the student.

We have presented our curriculum plan to Chadron State College so that we can develop an articulation agreement for their Bachelor's Degree in Library Media Specialist.

STATEMENT OF NONDUPLICATION

There are no other Library Technician A.A.S. degree programs in South Dakota.

CURRICULUM DESIGN

See Appendix A for Curriculum Layout

WAGE FACTOR

Retrieved from the Occupational Outlook Handbook and the South Dakota Department of Labor.

South Dakota Wage Projections for Statewide and Rapid City					Placement				
AREA	SOC CODE	Occupation	Workers	Ave. Wage	10th	25th	50th	75th	90th
Statewide	43-4121	Library Assistant Clerical	40	9.57	7.31	8.05	9.20	10.30	13.33
Statewide	25-4031	Library Technicians	610	11.74	8.86	10.10	11.40	12.81	15.15
Rapid City USA	25-431	Library Technicians	80	12.51	10.25	10.83	12.03	13.93	15.56
West	25.-4031	Library Technicians	80	10.66	8.62	9.40	10.67	11.97	12.86

The wage factor reflects that many of the employment opportunities are based in rural areas with lower wages, this program will allow place based individuals to pursue professional training in library services without relocating from their homes.

EMPLOYMENT OUTLOOK

South Dakota Occupational Projections
2006-2016

SOC	SOC Title	2006	2016	2006-2016 Annual Averages		
234031	Library Technicians	590	620	5.1%	3	29
434121	Library Assistants, Clerical	105	110	4.8%	1	4

Jobs due to growth replacement

A survey conducted of public libraries, by Greta Chapman Director of the Rapid City Public Library, in South Dakota indicated that 42 positions in the library technician's job classification occurred during the 2007-2009 fiscal years. This survey did not include K-12 libraries or college/university libraries. However a review of data from the National Center Education Statistics indicates that there are 276 public, branch or satellite libraries in South Dakota. Further information from the NCES, gathered in 2005, of 18 libraries, indicates that there are 115 librarians employed along with 190 "other staff" which includes library technicians and assistants.

Full- and part-time career opportunities exist in:

- public libraries
- libraries and resource centers serving colleges, universities, and elementary and secondary schools
- special libraries, such as those found in law offices, hospitals, corporations, and government departments and agencies
- cultural and non-profit organizations

On a National Level (retrieved from the Occupational Outlook Handbook):

Employment of library technicians and assistants is expected to grow about 10 percent, which is about as fast as the average for all occupations. Opportunities will be best for those with specialized postsecondary library training.

Employment change: Between 2008 and 2018, the number of library technicians is expected to grow about 9 percent, which is about as fast as the average for all occupations and the number of library assistants is expected to grow by about 11 percent, which is about as fast as the average for all occupations.

Library Technician CIP Code: 25.0301

APPENDIX A-Curriculum Layout

Library Tech Program Curriculum

Course	No	Course Title and Description	Credits
		General Education Requirements	
CIS	105	**Microcomputer Software Applications:** An introductory course on computers, Microcomputer Software Applications includes basic technical concepts as well as hands-on experience. The utility of the computer is demonstrated by introducing Windows, word processing, spreadsheet, database, and presentation software to the student. The use of the Internet and e-mail will be included if equipment and resources are available.	3
CIS	106	**Microcomputer Software Applications II:** An intermediate level course on Microsoft Office Software Applications includes technical concepts as well as hands-on experience. The utility of the computer is demonstrated by advanced concepts in Windows, word processing, spreadsheet, database, and presentation software to the student.	3
ENGL	101	**Composition:** This course instructs students in reading critically and writing clearly, correctly, and persuasively. Students will study principles of grammar, rhetoric, and logic in order to analyze and compose text effectively. This includes work on personal, expository, and research essays. Or	3
ENGL	203	**Technical Writing II (ONLINE**): This is an online course. This course is writing and research based. This course is non-transferrable.	
ENGL	201	**Technical Communications:** This course presents the basic principles and forms of written and oral communication in the workplace.	3
ECN	202	**Principles of Macroeconomics:** The course is designed to provide students with a better understanding of macroeconomic issues that affect their daily lives. Economics is about making choices, i.e., how we use our limited "means" to satisfy our unlimited wants. Macroeconomics considers how the economy as a whole makes those decisions, both domestically and on the global scene. Or	3
ECN	204	**Principles of Macroeconomics (online):** This course will satisfy the online economics requirement for Ag and Business. This class will be open to any student that wants to take economics online. Principles of Macro Economics considers the economy as a whole, how its sectors interact, and how monetary and fiscal policy can influence output, inflation, interest rates, unemployment, poverty, debt, and other factors. This course is non-transferrable.	
Math	112	**Business Math:** A practical, working knowledge of relevant mathematical ideas and computations is developed for preparation in many careers, as well as in daily and consumer life. Topics include: arithmetic operations with: whole and decimal numbers; common fractions; ratio, rate, proportion, percent; statistics and graph interpretation; discounts, markup/markdown; and many uses of formulas, including payroll, simple and compound interest, credit, mortgage, and annuities calculations. Each unit refreshes essential computation skills, builds with calculator and data practices, graphic and geometric descriptions, and then leads to related problem solving skills. Computer, consumer, and many business applications are provided. Pencil-paper, calculator, and estimating methods are all stressed.	3

ORT	10	**Orientation:** This course is designed to increase the student's success in school by assisting the student in obtaining the skills necessary to complete his/her education objectives. Topics include: study skills, communication skills, and problem solving skills.	1
PYSC	101	**General Psychology:** This is a course designed to help the student become aware of the field of psychology and its applications. The student will learn the major behavior of organisms, the origins and its applications. The student will learn the major behavior of organisms, the origins and important contributors to the field, an understanding of the scientific method of research employed in psychology, how to report basic research findings, and the basic concepts and terminology of psychology. Or 	3
PSYC	103	**Human Relations in the Workplace:** Success in the world of work requires not only the ability to perform according to the requirements of the position, but also the ability to adjust and get along with others. The purpose of this course is to help students grasp the importance of human relations skills in both their personal and career lives. It will introduce students to the skills necessary to create and maintain positive relationships and interactions in the workplace.	
		Total General Education Credits	**22**

		Technical Program Requirements	
LIBR		**Introduction to Library Services for Paraprofessionals:** Theory and practice in a variety of roles performed by library technicians in all types of libraries and information centers. Emphasis on the library technician's role in the delivery of services, and the tools and terminology of library relationships to the communities they serve.	3
LIBR		**Internet, Databases, and Web-Based Information Resources:** Incorporates basic to advanced use of the Internet and online resources for academic research. Focus on effective search strategies, resource, selection, and critical analysis. Includes basic e-mail techniques and creation of a basic web page. Overview of the organization of the Internet, web browsers and discussion of the ethical, social, and legal issues of the Internet. Learn basic to advanced search techniques, information evaluation, privacy protection, Internet infrastructure, and web authoring software. Databases focus on Library Database systems.	3
LIBR		**Technical Services Acquisitions, Serials, and Processing:** Principles of acquiring, processing, and preserving library materials, including bibliographic searching, choosing vendors, ordering and receiving, physical processing, budget accounting, binding, repairing, and preserving. Knowledge of basic terminology and processes in technical services activities.	3
LIBR		**Programming and Services for All Ages:** This course examines the importance of programming for children, including parent education programs, story hours, outreach techniques, services with school, summer reading programs, and program series such as weekly or monthly programs on knitting, book discussions, or homework help. An introduction to developmentally appropriate service with multicultural populations of teenagers in a variety of information settings, including current research and service philosophies; resource awareness, planning and management; information and service philosophies; resource awareness, planning and management; information literacy; professionalism; cultural analysis; programming; service threats; and teen spaces.	3
LIBR		**Public Services for Library Technicians:** An introduction to library circulation systems, customer service skills, bibliographic instruction, inter-library loan procedures, shelf maintenance, image in public service, handling of problem	3

		patrons, and basic reference skills, including a standard print and computer based reference sources and their usage.	
LIBR		**Library Technician Internships:** This course is designed to provide students an opportunity to apply the skills and knowledge acquired in the classroom through active participation in a library. This is a supervised experience that may be volunteer-based or paid.	3-6
LIBR		**Selection and Access Resources:** Fundamental principles of collection development. Characteristics and function of media with an emphasis on the selection and evaluation of resources. Examines the needs and interest, selection criteria acquisitions procedures, collection assessment, as well as the implications of the resource sharing and electronic sources for the collection development process.	3
LIBR		**Electronic and Technology Information Resources:** Consideration and use of electronic information resources and systems, including construction of searches, use of appropriate search systems/engines, evaluation of information sites, and evaluation and interpretation of search results.	3
LIBR		**Children's and Young Children's Literature**: This is an introductory course for both children's and young adult literature. Content will emphasize selection and evaluation of books according to levels, interest, special needs, and educational objectives.	3
LIBR		**Online Social Networking Technology and Tools:** This course introduces students to a variety of new and emerging technologies used in today's online environment. It covers various social networking platforms, content and learning management tools, web conferencing, immersive environments, and other trends in social computing.	3
LIBR		**Organization of Resources With a Focus on Cataloging, Classification and MARC Records**: This course introduces students to the terminology, concepts, and practices of cataloging and classification to facilitate information access. Special emphasis on the common standards used in cataloging (AACR, Dewey, MARC, LCSH, et cetera); cataloging various formats of information objects; historical context, current issues, and future trends; overview of existing Integrated Library Systems; and the implications of organization and indexing practice upon information access.	3
LIBR		**Government Information Sources**: Government Information Sources, their bibliographic organization, use in all types of libraries and information centers, issues of access, availability, dissemination, and preservation of federal state, and local sources; and aspects of depository and non-depository collections.	3
BUS	210	**Supervisory Management:** This course is designed to give students instruction in the areas of employee supervision. Students will learn to supervise production and performance. Students will also work in the area of small and large group supervision.	3
BUS	153	**Desktop Publishing**: Students will learn the art of desktop publishing including the creation of practical business documents/forms including design principles, consistency, proportion, and balance.	3
BUS	156	**Web Development for Business:** This intermediate-level computer course is designed to give students the ability to use the power of visual media. This course will develop each student's skills in website development.	3
BUS	157	**Multimedia for Business:** This course concentrates on advanced website design features and the manipulation of various types of media, including pictures, drawings, video, and sound clips for use in business communications.	3
		Total Technical Credits	**48 to 51**

Library Technician Program
Semester Outline

Credits   **1st Semester**

Credits	Course	Title
3	ENGL 101 or ENGL 203	Composition or Tech Writing II
3	CIS 105	Microcomputer Software Applications
3	MATH 112	Business Math
1	ORT 010	Orientation
3	LIBR	Intro to Library Services for Paraprofessionals
3	LIBR	Organization of Resources
<u>3</u>	LIBR	Public Services for Library Technicians
19		

2nd Semester

Credits	Course	Title
3	CIS 106	Microcomputer Software Applications II
3	PSYC 101 or PSYC 103	General Psychology or Human Relations in the Workplace
3	BUS 156	Website Development for Business
3	LIBR	Programming and Services for All Ages
3	LIBR	Children's and Young Children's literature
<u>3</u>	LIBR	Online Social Networking
18		

3rd Semester

Credits	Course	Title
3	ENG 201	Tech Communications
3	BUS152	Desktop Publishing for Marketing I
3	BUS 210	Supervisory Management
3	LIBR	Electronic and Technology Information Resources
3	LIBR	Selection and Access Resources
<u>3</u>	LIBR	Government Information Sources
18		

4th Semester

Credits	Course	Title
3	LBR	Technical Services: Acquisitions, Serials and Processing
3	LBR	Internet, Databases, and Web-Based Information Resources
3	BUS 157	Multimedia for Business
3	ECON 202 or 204	Principles of Econ or Macroeconomics (online)
<u>5</u>	LIBR	Internship
17		

Summary: 72 Credits   (22 Credits Gen Ed, 12 Cr Bus, 38 Cr LIBR)

APPENDIX B-Letters of Support

Grace Balloch Memorial Library

625 N. Fifth Street
Spearfish, SD 57783-2311
(605) 642-1330

February 28, 2011

Dr. Cathy Anderson
Western Dakota Technical Institute
800 Mickelson Drive
Rapid City, SD 57703-4018

Dear Dr. Anderson,

I am writing to express support for the Western Dakota Technical Institute Library Technician
program. Our library staff includes 11 full- and part-time positions totaling approximately 6 FTE.
Although we do not currently have any openings or foresee any becoming available in the near
future, six of our staff positions would be ideal for graduates of a program such as this. Having a
library technician program available to prepare future job candidates will certainly be an asset
to libraries in our area.

Sincerely,

Amber Wilde
Library Director

DEVEREAUX LIBRARY

501 E. SAINT JOSEPH ST.

RAPID CITY, SD 57701-3995

February 28, 2011

Dr. Cathy Anderson
Western Dakota Technical Institute
800 Mickelson Drive
Rapid City, SD 57703

Dr. Anderson

It is my pleasure to write you a letter in support of the proposed Library Technician Program. Currently our library has five positions that are in the State Career Service classification of technician. When we are interviewing to fill those positions two of the criteria we look for are library experience and library education. The combination of the two will vault a good candidate to the top of the list for interviews. Having a program such as you have designed right in our "backyard" will give the local population an advantage in securing positions in our library.

I wish you continued success in all that you do for the population of Rapid City and look forward to someday hiring some of your graduates to work at our library.

Sincerely,

Patty Andersen

Library Director

South Dakota Dept of Education
27 FEB 2011

Dear South Dakota Dept of Education,

Western South Dakota Tech proposal to begin a Library Science Degree will provide a valuable educational resource to South Dakota. As a Library Director it is paramount to hire staff that can do the job. On-The-Job-Training can teach the basics but an actual education that teaches a foundation is invaluable. These are staff members who want to be in the library and have taken the first steps in gaining an education in their chosen field. With no Library Science programs in any part of South Dakota this program will provide that education.

The cost of On-The-Job-Training at the budget level and the time factor in such training has made finding qualified candidates very slim. Having that foundation in Library Science will cut the costs by more than half. It will cut down on the time needed for training both for the new staff member and for the training manager.

Library Technicians are the working foundation for the Circulation Desk, Processing, Acquisitions and Cataloging especially in the smaller libraries that don't have the budgets to hire Master Degreed staff for each position.

This program is a wonderful addition to the lineup of programs offered by Western Dakota Tech; it will benefit the State of South Dakota and the Library Science Profession for years to come.

Thank You,

Jeanne Stoltenburg M.L.I.S.
Library Director – Holbrook Library
2650 Doolittle Drive Building 3910
Ellsworth AFB, SD 57706
605-385-1686
Jeanne.stoltenburg@ellsworth.af.mil

Debbie Arne
WDT Library Coordinator
800 Mickelson Drive
Rapid City, SD 57703

February 25, 2011

Dear Debbie,

Thank you for sending the information about the Library Technician Program you may offer at WDT. I was excited to read through the proposal and find the class offerings.

Recently the Hot Springs Public Library has hired new staff and the applicants, rarely, if ever have any library training. It would be so helpful to have an applicant come with this training. As it is, the training process takes 6 – 12 months for the new hire to feel comfortable with the many tasks required in a small town library.

It is my personal goal to 'grow one of our own' before I leave the library arena. I would like to have someone from Hot Springs develop their passion for libraries and pursue the education necessary. This program at WDT is a step in the right direction.

Sincerely,

Cindy Messenger
Library Director

Hot Springs Public Library
2005 Library Drive
Hot Springs, SD 57747

hsplib@gwtc.net
hotspringspubliclibrary.com
P: 605.745.3151
F: 605.745.6813

February 15, 2011

Dr. Craig J. Bailey, President
Western Dakota Tech
800 Mickelson Drive
Rapid City, SD 57703

Dear Dr. Bailey:

This letter is to express support for the development of a Library Technician training program at WDT. As the Rapid City Public Libraries Director, I am aware of the need for a source of well trained and educated persons in this field. RCPL employs 17 library tech positions and on average there are four openings per year. It is a challenge to find applicants with the appropriate and necessary skills to fill these positions, and a program like this will be a significant step to alleviating this situation.

I have had the opportunity to review the list of courses and descriptions and believe the content of the proposed program is appropriate for our staffing needs at this level. Additionally, I have participated in working meetings along with others and respect the expertise of those who have participated in the design of this program. I believe this program is needed and will succeed when launched. Finally, I am willing to support the program by serving on an advisory committee and as a course instructor if needed.

Please do contact me if you have any further questions about this note or my support for this program.

Sincerely,

Greta Chapman, Rapid City Public Libraries Director